

public agenda

Regular Meeting of the Board of Trustees

September 19, 2017
12:00 p.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

R-1: Mission |

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
	4 Results Focus			
15 mins	4.1 Western Canada High School Presentation	C. Davies	R-4	
	5 Operational Expectations			
20 mins	5.1 OE-3: Treatment of Owners – Annual Monitoring	D. Stevenson	B/CSR-5, OE-3, 8	Page 5-1
Max 20 mins	6 Public Comment [PDF] Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Action	Board	GC-3	
	8 Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held June 13, 2017 ▪ Regular Meeting held June 20, 2017 ▪ Regular Meeting held June 27, 2017 <i>(THAT the Board approves the minutes of the</i>			Page 8-41 Page 8-50 Page 8-35

Time	Topic	Who	Policy Ref	Attachment
	<i>Regular Meetings held June 13, 20 and 27, 2017 as submitted.)</i>			
	8.2 OE-2: Temporary Chief Superintendent Succession - Annual Monitoring <i>(THAT the Board approves the Chief Superintendent is in compliance with the provisions of OE-2.)</i>	Board	B/CSR-5, OE-2	(Page 5-1-A Sept. 12/17)
	8.3 Board of Trustees' Annual Self-Evaluation <i>(THAT the Board approves its self-evaluation report as developed during the evaluation workshop of April 25, 2017.)</i>		GC-2, 5 & B/CSR 1-5	Page 8-60
	8.4 Items Provided for Board Information			
	8.4.1 Correspondence		OE-8	Page 8-31
	8.4.2 Chief Superintendent's Update		B/CSR-5, OE-8	Page 8-1
	8.4.3 Student Survey Project Plan		R-2, 3, 4, 5	Page 8-6
	8.4.4 Construction Projects Status Update		OE-8, 12	Page 8-10
	9 In-Camera Session			
3:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the Freedom of Information and Protection of Privacy Act section 33(c) for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca.

operational
expectations
monitoring report

Monitoring report for the
school year 2016-2017

Report date:
September 19, 2017

OE-3: Treatment of Owners

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 3: Treatment of Owners, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.
- In Compliance with exceptions noted in the evidence.
- Not in Compliance.

D. Stevenson

Signed: _____
David Stevenson, Chief Superintendent

Date: Sept. 7/17

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 3: Treatment of Owners, the Board of Trustees:

- Finds the evidence to be compliant
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____

OE-3: Treatment of Owners

Executive Summary

The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the actions that support relationships between the organization and members of the Calgary community.

The Chief Superintendent's reasonable interpretation for OE 3: Treatment of Owners was approved on September 4, 2012. The Board of Trustees last monitored OE 3 on October 4, 2016.

3.1 Manage information in such ways that confidential information is protected.	Compliant
---------------------------------------------------------------------------------	-----------

Indicator 1a): Non-compliant
 Indicator 1b): Compliant
 Indicator 2): Compliant
 Indicator 3): Compliant

3.2 Effectively handle complaints.	Compliant
------------------------------------	-----------

Indicator 1): Compliant
 Indicator 2): Non-compliant
 Indicator 3): Compliant
 Indicator 4): Compliant

OE-3: Treatment of Owners

<p>3.3 Maintain an organizational culture that:</p> <ul style="list-style-type: none"> a. values individual differences of opinion; b. reasonably includes people in decisions that affect them; c. provides open and honest communication in all written and interpersonal interaction; and d. focuses on common achievement of the Board's <i>Results</i> policies. 	Compliant
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

Indicator 1: Compliant
Indicator 2: Compliant
Indicator 3: Compliant
Indicator 4: Compliant
Indicator 5: Compliant
Indicator 6: Compliant

<p>3.4 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.</p>	Compliant
-------------------------------------------------------------------------------------------------------------------------------------------------	-----------

Indicator 1: Non-compliant
Indicator 2: Compliant

OE-3: Treatment of Owners

The Chief Superintendent shall maintain an organizational culture that treats all organization owners with respect, dignity and courtesy.

Board-approved Interpretation |

The Chief Superintendent interprets the Board of Trustees values a relationship between the Calgary Board of Education and its owners that is characterized by:

acknowledgement of roles, responsibilities and contributions;
clear and understood decision-making processes where voice is valued; and
collective support for student learning.¹

The Chief Superintendent interprets:

organizational owners to be those Albertans with the greatest vested interest in public education in our city: the citizens of Calgary. Owners are “those individuals whose lives are benefited, either directly or indirectly, by what the organization does.”² In this context, the Calgary Board of Education serves the Calgary community. Where the interpretation of an OE-3 sub-section targets a specific owner group, the group is named.

organizational culture to mean the superglue that bonds an organization, defines the working environment, unites people and helps an enterprise accomplish its desired results—the distinctive values, customs and regulations of the Calgary Board of Education. Culture is both a product and a process. As a product, it embodies wisdom accumulated from experience. As a process, it is renewed and re-created as newcomers learn the old ways and begin to shape innovation and change.³

respect to mean the diverse perspectives of owners are valued;

dignity to mean the perspectives of owners are considered with serious intent;

courtesy to mean the interactions with owners are characterized by civility and helpfulness.

¹ *Working Relationship Commitment*, Calgary Board of Education (2010)

² Dawson, Linda J. and Quinn, Randy. *Boards that matter*. Rowan & Littlefield Education (2011)

³ Bolman, Lee G. and Deal, Terrence E. *Reframing organizations – artistry, choice and leadership*. Jossey-Bass. (2008)

The Chief Superintendent will

3.1 Manage information in such ways that confidential information is protected.	Compliant
---------------------------------------------------------------------------------	-----------

Board-approved Interpretation |

The Chief Superintendent interprets:

confidential information to mean information about owners with the exception of employees and students. Confidential employee information is addressed in OE-4: Treatment of Employees and confidential student information is addressed in OE-11: Learning Environment/Treatment of Students.

Information collected in the course of operations relating to owners as described above includes and is not limited to:

- banking information;
- credit card information;
- tax information;
- custody agreements;
- divorce agreements;
- immigration status;
- demographic information.

Further, this confidential information exists in the form of a record. A record is defined as information that is written, photographed, scanned or stored in any manner.

protected to mean secure in three areas: physical, technical and administrative. Examples include secure storage of records (physical), access controls (technical) and protocols governing the release of personal information (administrative).

The Calgary Board of Education records management program is designed in accordance with Generally Accepted Recordkeeping Principles (GARP). CBE information security protocols are maintained in accordance with Information Technology industry best practices.

The creation, establishment, implementation and maintenance of a comprehensive strategic records management program for the Calgary Board of Education is a multi-year process. Development and implementation of systematic processes require analysis, determination and organizational change management. Generally, this represents a multi-year endeavor with many interdependencies and complexities.

Board-approved Indicators and *Evidence of Compliance* |

1. a) 100 percent of confidential information about owners (as described

in the above interpretation) is received, maintained, preserved or disposed by the CBE in accordance with Generally Accepted Recordkeeping Principles, as measured by internal tracking.

The organization is non-compliant with this indicator.

Internal tracking determined that of the millions of intrusion attempts during the reporting period, thirty nine (39) phishing related intrusions were successful. These related to staff members being deceived through different methods into disclosing their passwords to individuals who were neither entitled nor authorized to have access to CBE Systems.

There were also two (2) incidents where students gained unauthorized access to the Student Information and Records System using teacher credentials. In both cases, the teacher's credentials were surreptitiously obtained through spear-phishing and "shoulder surfing" respectively. Following quick corrective actions, thorough investigations were conducted and appropriate disciplinary actions were taken.

- b) Targets set for completion of records management tasks required to achieve compliance will be met, as measured by the Records Management time line.

The organization is compliant with this indicator.

2016-2017 is the seventh year of concentrated work towards advancing the organization's Generally Accepted Recordkeeping Principles maturity level as detailed in the approved Records Management timeline.

The timeline was established as a means of representing the strategy and work plan that would be pursued to enhance the organization's Records Management maturity over the short to medium term. In addition, the ongoing quarterly reporting together with the annual update of the timeline serves to reflect work undertaken, progress made and next steps.

Consistent with the quarterly updates that were shared with the Board of Trustees in Chief Superintendent written update reports on October 4, 2016, January 10, 2017, April 4, 2017 and June 13, 2017, all targets defined in the timeline to achieve compliance for 2016-2017 were met.

The updated Corporate Records Management Program timeline is available at:

<http://www.cbe.ab.ca/about-us/board-of-trustees/trusteepublicdocuments/corporate-records-management-program-high-level-timeline.pdf>

2. 100 percent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords, as measured by internal tracking.

The organization is compliant with this indicator.

Internal controls and tracking confirm that 100 percent of critical/sensitive/confidential electronic information and data within CBE-managed systems is access controlled with passwords. In addition, an internal audit of the Financial System included an examination of password controls and no password issues were identified although a recommendation was made to consider strengthening the CBE's password standards. In response, the CBE highlighted its work on Two-Factor Authentication (2FA) and its expected 2017/18 implementation.

3. 100 percent of orders resulting from investigations by the Office of the Information and Privacy Commissioner into CBE responses to privacy and/or access inquiries indicate the Office upholds decisions made by the CBE, as measured by internal tracking.

The organization is compliant with this indicator.

In the 2016-2017 year, there were no inquiries, orders or investigations by the Office of the Information and Privacy Commissioner into CBE responses.

Evidence demonstrates three of the four indicators in sub-section 3.1 are in compliance. The exception is indicator 1 a).

3.2 Effectively handle complaints.	Compliant
------------------------------------	-----------

Board-approved Interpretation |

The Chief Superintendent interprets:

effective to mean interactions are characterized by respectful and courteous dialogue with Calgary Board of Education employees;

handle to mean CBE employees are reasonably accessible and respond to complaints in a timely fashion;

complaints to mean a criticism or concern from an owner:

- about the values, customs or regulations of the CBE;
- within the context of their relationship with the CBE; and
- requiring a response.

Board-approved Indicators of Compliance |

1. 90 percent of voice mail and e-mail criticisms or concerns received at the system level are acknowledged within two business days, as measured by internal tracking.

The organization is compliant with this indicator.

All 14 offices confirmed that more than 90 percent of complaints received in their office during the 2016-2017 school year received an initial response within two business days. Confirmation was received from the following offices: Office of the Chief Superintendent, Communications, Facilities and Environmental Services, Finance and Supply Chain Services, Human Resources, Learning, Legal Services, and all Area offices.

2. 10 percent or less of the criticisms or concerns received at the system level require direct and personal interaction between the complainant and a superintendent, as measured by internal tracking.

The organization is not compliant with this indicator.

Confirmation that 10 percent or less of the criticisms or concerns received at the system level required direct and personal interaction between the complainant and a superintendent was received from six of the seven offices. When the planned changes to transportation for the 2017-2018 school year were communicated to parents, a decision was made to direct all concerns to the Facilities and Environmental Services Superintendent.

3. 100 percent of school principals confirm a minimum of one half-day is provided for student mark and/or student grade placement appeals, as measured by Action Manager.

The organization is compliant with this indicator.

For 2016-2017, 100 percent of school principals responded Yes to the following statement:

“provisions were made for a minimum of one half-day for student mark and/or grade placement appeals”.

4. 100 percent of school principals confirm that provision is made during the school year for individual conferences when requested by the parent or considered necessary by the teacher, as measured by Action Manager.

The organization is compliant with this indicator.

For 2016-2017, 100 percent of school principals responded Yes to the following statement:

“provisions were made during the school year for individual conferences when requested by the parent or considered necessary by the teacher.”

Evidence demonstrates three out of four indicators in sub-section 3.2 are in compliance. The exception is indicator 3.2.2.

3.3 Maintain an organizational culture that: a. values individual differences of opinion; b. reasonably includes people in decisions that affect them; c. provides open and honest communication in all written and interpersonal interaction; and d. focuses on common achievement of the Board’s <i>Results</i> policies.	Compliant
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

Board-approved Interpretation |

The Chief Superintendent interprets:

values individual differences of opinion to mean consideration is given to the diverse viewpoints and feedback of parents/guardians, students and members of the Calgary community;

reasonably includes people in decisions that affect them to mean those owners most directly impacted by decisions are provided with an appropriate opportunity to provide feedback to the decision-making process,

provides open and honest communication to mean CBE employees state what is understood to be true at the time, and share information that is validated and respects confidentiality as required;

focuses on common achievement of the Board’s Results policies to mean the values, customs and regulations of the CBE regarding student learning act as the filters for interactions and decision-making.

Board-approved Indicators of Compliance |

1. 100 percent of community engagement processes are organized for appropriate participation and input in decision-making, as measured by internal tracking.

The organization is compliant with this indicator.

There was considerable community engagement during the 2016-17 school year on significant system issues including schools impacted by new school openings, expansion of the Science Program and development of a math strategy. These and other engagement initiatives throughout the year provided in-person and online opportunities for students, parents, staff and community members to have a voice in decisions that affect them. There were more than 40 in-

*person opportunities and multiple online surveys provided to affected parents, students and community members to share their thoughts and opinions. There were additional opportunities provided to school-based staff as well, with many of these in-person sessions being led and facilitated by school principals. Information about all these engagement opportunities was shared in a variety of ways. Session presentations, session evaluation summaries and participant comments/input were also posted on our website. The CBE continues to be guided by its community engagement framework, called **dialogue**, in identifying opportunities for people to have a voice in decisions that affect them. Further implementation of the framework and staff training will take place during the 2017-18 school year.*

2. 100 percent of schools have a School Council or a School Council establishment meeting, as measured by Action Manager.

The organization is compliant with this indicator.

For 2016-2017, 100 percent of school principals responded Yes or NA to the following statement in Action Manager:

“my school had a school council and/or an establishment meeting was held.”

3. 100 percent of schools communicate regularly with parents and guardians through a school newsletter and/or active website, as measured by Action Manager.

The organization is compliant with this indicator.

For 2016-2017, 100 percent of school principals responded Yes or NA to the following statement in Action Manager:

“my school distributed a newsletter or other form of communication to parents and/or maintained an active school website.”

4. The Chief Superintendent provides a school newsletter insert a minimum of four times during a school year, as measured by internal tracking.

The organization is compliant with this indicator.

The Chief Superintendent provided five newsletter inserts to Calgary Board of Education schools for the following months: September and November 2016 and January, February, March, May and June 2017.

5. CBE administration produces and maintains an active and current public website, as measured by internal tracking.

The organization is compliant with this indicator.

The public website is highly active, averaging 1 to 2 million page views, and an additional 250,000 document downloads, per month. New content is added daily, including frequent timely updates to key sections such as transportation, fee and budget information, school construction and modernization projects. The most commonly-accessed pages in the public website include the search, career opportunities, Find a School, and QuickLinks. More than 240 news stories were posted during this school year.

The public website and how it is used continue to evolve. The dialogue (community engagement) section of the website was significantly enhanced to make it easier for members of the public to learn about and get involved in decisions that affect them. In addition, key content from the public website is now being integrated directly into the new school websites so visitors can access the information that's important to them without having to navigate between two websites

- 6. The Calgary Board of Education annual Parental Involvement result is intermediate (74.6 per cent or higher), as measured by Alberta Education's Accountability Pillar Survey. The Alberta Education parental involvement measure states, "Percentage of teacher and parents satisfied with parental involvement in decisions about their child's education."

The organization is compliant with this indicator.

In the 2016-2107 school year, the Calgary Board of Education Parental Involvement achievement result was 78.3%: intermediate (range: 74.58-78.50).

Evidence demonstrates the indicators in sub-section 3.3 are in compliance.

3.4	Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.	Compliant
-----	--------------------------------------------------------------------------------------------------------------------------------------	-----------

Board-approved Interpretation |

volunteers to mean persons who assist schools and/or students either in curricular or extra-curricular activities, including volunteer drivers and students volunteering outside their school. It does not include guest speakers, presenters, escorted visitors to the school, parents assisting their own children in the school or school council members in their position as school council members;

contact with students to mean instances when volunteers interact with CBE students either in curricular or extra-curricular activities;

reasonable background inquiries to mean a current police security check including a vulnerable sector search;

checks to mean the “Driver Agreement – Volunteers” form including all terms, conditions, notes and instructions for any volunteer who intends to transport CBE students to school functions or activities in a privately owned passenger vehicle.

Board-approved Indicators of Compliance |

1. 100 percent of volunteers provide a valid document to the school principal confirming they passed the vulnerable sector police security check before beginning their volunteer service, as measured by Action Manager.

The organization is not compliant with this indicator.

In 2016-2017, 99.56 per cent of school principals responded Yes or NA to the following statement:

“all volunteers in my school were confirmed as passing the vulnerable sector police security check before beginning their volunteer service.”

One school reported that a parent began their volunteer duties without confirmation of a security check. The error was discovered part way through the event and the parent was relieved of their volunteer duties until such time as the security check was confirmed.

2. 100 percent of volunteers transporting students in a privately owned passenger vehicle meet all terms and conditions of the “Driver Agreement – Volunteer” form before transporting students, as measured by Action Manager.

The organization is compliant with this indicator.

In 2016-2017, 100 percent of school principals responded Yes or NA to the following statement in Action Manager:

“all volunteers in my school transporting students in a privately owned passenger vehicle met all terms and conditions of the “Driver Agreement – Volunteer” form before transporting students.”

Evidence demonstrates that one of two indicators in sub-section 3.4 is in compliance. The exception is indicator 3.4.1.

ATTACHMENT: OE-3 Treatment of Owners Capacity Building and Process Information

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.

OE-3: Treatment of Owners

Capacity Building Information

Non-compliance

November 7, 2017.

3.1 Manage information in such ways that confidential information is protected.

All incidents were thoroughly investigated, reported and appropriately addressed. To improve the latter outcomes, significant efforts have been directed toward increasing staff awareness of phishing as well as the importance of password protection through presentations at system leadership meetings, code of conduct discussions, informational and illustrative screen savers and where appropriate through performance management consequences.

3.4.1 Conduct reasonable background inquiries and checks prior to utilizing the services of any volunteers who have contact with students.

The school has changed the process for confirming that volunteers have passed their security clearance in advance of scheduling volunteer duties.

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, June 13, 2017 at 12:00 p.m.

The Board of Trustees held an in-camera session prior to the public session, which commenced at 10:03 a.m. in Room T224 of the Education Centre, to discuss two strategic planning items and one labour relations item.

MEETING ATTENDANCE

Board of Trustees:

Trustee J. Bowen-Eyre, Chair
Trustee L. Ferguson
Trustee J. Hehr
Trustee J. Hrdlicka
Trustee T. Hurdman
Trustee P. King
Trustee A. Stewart

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Ms. J. Everett, Superintendent, Learning
Mr. G. Francis, Superintendent, Human Resources/General Counsel
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. K. Fenney, Assistant General Counsel/Corporate Secretary
Ms. T. Minor, Associate Corporate Secretary

Motion to Move In Camera

MOVED by Trustee Ferguson:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of Tuesday, June 13, 2017 be considered at an in-camera session, therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in camera.

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee Stewart:

THAT the Regular Meeting of the Board of Trustees moves out of in camera.

The motion was
CARRIED UNANIMOUSLY.

Motion to Action In-Camera Recommendation

MOVED by Trustee Hehr:

THAT the Board of Trustees approves the name “Niitsitapi” for the Aboriginal Learning Centre.

The motion was
CARRIED.

In favour:	Trustee Bowen-Eyre Trustee Ferguson Trustee Hehr Trustee Hurdman Trustee King Trustee Stewart
Opposed:	Trustee Hrdlicka

Recessed: 11:21 a.m.

PUBLIC MEETING ATTENDANCE

Board of Trustees:

Trustee J. Bowen-Eyre, Chair
Trustee L. Ferguson
Trustee J. Hehr
Trustee J. Hrdlicka
Trustee T. Hurdman
Trustee P. King
Trustee A. Stewart

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Ms. J. Everett, Superintendent, Learning
Mr. G. Francis, Superintendent, Human Resources/General Counsel
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. K. Fenney, Assistant General Counsel/Corporate Secretary
Ms. T. Minor, Associate Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Mr. K. Kempt, Alberta Teachers' Association, Local 38
Mr. T. Killam, Canadian Union of Public Employees (CUPE), Local 40
Ms. L. Robb, Calgary Board of Education Staff Association

1 | **NATIONAL ANTHEM AND WELCOME**

Chair Bowen-Eyre reconvened the Regular Meeting on the link at 11:57 a.m. and O Canada was led by students from Auburn Bay School. On behalf of the Board, Trustee Stewart expressed appreciation to the staff and students for the pre-meeting performance and for leading the singing of our national anthem. The meeting reconvened in the Multipurpose Room.

Chair Bowen-Eyre acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta. She acknowledged and welcomed staff, the public and representatives from the aforementioned organizations.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. K. Fenney, Corporate Secretary, noted that Item 6.0, Public Comment, was moved forward to follow Item 3.1, and the agenda items renumbered accordingly.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of June 13, 2017 be approved as submitted, subject to the above-noted changes.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

3.1 Legacy Award

Chair Bowen-Eyre noted that the Legacy Award celebrates public education in Calgary and individuals who have contributed to our communities. The Legacy Award recipients embody the work of the public education system and represent the legacy of the Calgary Board of Education, preparing students for life, work and inspiring life-long learning. This month's Legacy Award recipient is Mr. Akeem Haynes. As Mr. Haynes was unable to attend this meeting a video was recorded of his acceptance of the Legacy Award at the Crescent Heights High School graduation, at which he was the guest speaker.

Chair Bowen-Eyre noted that Mr. Haynes is a world-class sprinter and the winner of a bronze medal at the 2016 Summer Olympics; he graduated from Crescent Heights High School in 2010; he is an author and a motivational speaker; and he is known as a leader and a role model in the athletic community. Mr. Haynes was nominated for this Award by one of his former teachers.

The video was shown of Chair Bowen-Eyre presenting the Legacy Award to Mr. Haynes. In his acceptance speech Mr. Haynes shared that this Award is bigger than himself and that it is the people who came into and impacted his life that brought him to where he is today. He expressed feeling honoured and grateful to be recognized with the Board's Legacy Award.

4 | **PUBLIC COMMENT**

4.1 Ms. L. Robb, Chairperson, Calgary Board of Education Staff Association

Ms. Robb noted she represents the support staff of the CBE. She shared that a \$38 million deficit is significant and in order to provide a balanced budget there are many considerations that need to be made. She noted the budget does not specifically show the significant impact on workloads; the lack of positions with livable hours; the concerns felt by the staff who remain and the staff who are let go; supports for students are not what they should and could be; the loss of customer service on a personal level in schools in terms of technological support; library and library commons are not staffed for the hours that students are in school; some school offices and service units have low staff complements and are unable to perform the work that needs to be done; and the impact on the psychological health and safety of employees. Ms. Robb shared her belief that the cracks that have always been present are now becoming crevices. She expressed concern that year after year we are in this situation and there is an impact on every person in the system. Ms. Robb remarked that we are unable to continue doing more with less and she questioned when a stand might be taken to make that statement together.

4.2 Mr. B. Niggar, Parent

Mr. Niggar shared his concern that CBE parents were not consulted about the decision to no longer offer yellow school bus services to students attending alternative programs. He noted that some parents recently met with officials from the Alberta Government and were informed that this decision was made solely by the CBE; that Bill 1 did not affect the funding; and that the CBE has received funding from Alberta Education to offset impacts of Bill 1. Mr. Niggar requested that the Board reinstate the yellow school bus services to these students or alternatively offer safe dedicated bus services to them. He shared his concerns about children who are 10 or 11 years of age being unable to properly and safely use Calgary Transit services and potentially have to make a number of transfers and continue to walk some distance to get to and from school. Mr. Niggar shared his belief that this will have a negative effect on student health, education and extra-curricular time.

4.3 Mr. M. Pandya, Parent

Mr. Pandya shared his concerns about the CBE's transportation plans for students. He stated his request for dedicated bus services to students. He noted his belief that the yellow bus services are a safe mode of transportation for children, to get them to school and home on a regular schedule and in a timely manner. He shared that in recent discussions, parents were informed by Calgary Transit representatives that they could not provide any new dedicated bus service routes to students. He stated that parents would welcome any form of dedicated bus service for transporting their children to and from school. He commented on the move of children to their designated schools, noting his belief that it can be an emotional hardship for children who have formed close relationships with their peers. Mr. Pandya stated that his family resides in a community that does not have a public school. He spoke of the difficulty for some working parents to drop off or pick up their children from school. Mr. Pandya reiterated his request for the

Board to give consideration to parents' request to have dedicated bus services provided to students attending these alternative programs.

5 | **RESULTS FOCUS**

5.1 **Results 2: Academic Success – Annual Monitoring**

Chief Superintendent Stevenson provided highlights of the annual monitoring report for Results 2: Academic Success. He noted the targets were met for nine of the ten indicators, and the target was partially met for indicator 5. Student-contributed examples related to R-2 were presented as part of the report.

Jocelyn, a Grade 9 student from Senator Patrick Burns School, came forward and shared that she is a member of the Chief Superintendent's Student Advisory Council. She provided comments about her accomplishments with academic success. A video that Jocelyn co-created with her peers was presented depicting students working towards the creation of a cleaner environment. Jocelyn noted she will be forever proud and grateful for her academic experience in the CBE and for the opportunity to learn a second language.

Administration responded to trustee questions on issues including: the weighting on diploma examinations being reduced to 30% from 50%; Rutherford Scholarship Eligibility Rates; the Provincial Achievement Tests (PATs) results and how much weight or value should be placed on all student cohort information provided by Alberta Education; key factors that contribute to the ongoing success of the 3, 4 and 5-year high school completion rate; the possibility of tracking a student's level of literacy from the Grade 3 level and onward through to completion; further details regarding specific support to build success for students in Knowledge and Employability (K&E) courses; the calculation to determine whether or not a student is successful in a subject overall; the engagement of partners in support of mathematics goals; and what tools could be used to assess literacy and numeracy in replacement of the Grade 3 Student Learning Assessments (SLAs) discontinued by Alberta Education.

Chair Bowen-Eyre noted that the report for Results 2 will be placed on the June 20, 2017 public agenda for the Board's consideration. She asked trustees to identify their intentions to bring forward any motions related to reasonable progress being made towards achievement of this Results policy, exceptions or commendations. She asked if any motions are to be proposed that notification be given to the Corporate Secretary and to all trustees by the end of day Wednesday, June 14, 2017.

6 | **OPERATIONAL EXPECTATIONS**

6.1 **OE-1: Global Operational Expectations – Annual Monitoring**

Chief Superintendent Stevenson summarized the contents of the annual monitoring report for OE-1: Global Operational Expectations. He noted that OE-1 is a global statement that encompasses all eleven other operational expectations. It acts as an umbrella statement for the organizational performance and it speaks to ensuring that direction and conditions are present that support student learning and enhance our organizational and operational activities in accordance with applicable legislation. Chief

Stevenson noted the evidence presented in the report indicates compliance with this policy statement.

There were no questions posed by Trustees.

Chair Bowen-Eyre asked trustees to identify their intentions to bring forward any motions related to compliance, exceptions or commendations for OE-1. She requested that trustees send their proposed motions to the Corporate Secretary and to all trustees by the end of day Wednesday, June 14, 2017. She noted if no motions come forward the item will be placed on the June 20, 2017 consent agenda.

6.2 Students come first | Budget Report for 2017-18 and beyond

Chief Superintendent Stevenson provided highlights of the funding the CBE receives from Alberta Education, including enrolment growth funding, and he spoke of the challenges the CBE faces with cost pressures. He noted a whole system approach was taken to balance the budget and all parts of the organization are contributing to the solution. Chief Stevenson stated the budget focuses on staff before stuff and the priorities continue to be based on our Three-Year Education Plan, focusing on the personalization of learning through instructional design and leadership to ensure student success.

Chief Stevenson stated the Administration looks forward to the operational review by the Minister of Education as an opportunity to share the operational, financial and community context in which the CBE works. He noted the CBE is committed to full transparency and throughout this process information related to the operational review will be publicly available, subject to obligations under the privacy legislation *Protection of Privacy Act*.

Superintendent Grundy summarized the contents of the Budget report. He noted for the 2017-18 school year the provincial government has maintained funding rates and funded enrolment growth; it has implemented Bill 1: An Act to Reduce School Fees; and the government has continued to plan for and fund new, replacement and modernized school construction. He shared that there are three significant items for which estimates and assumptions had to be made: 1) impacts and implications of Bill 1, on which Administration is seeking clarification from the provincial government; 2) collective agreements that either have wage reopener clauses or “me too” clauses and may be activated prior to the beginning of the 2017-18 school year; and 3) the Alberta Teachers’ Association collective agreement offering a “Classroom Improvement Fund” of which the CBE may receive up to \$13 million subject to application and eligibility. Superintendent Grundy stated that the fall update to this budget will incorporate any of the above-noted changes that have been resolved by that time.

Administration addressed questions posed by Trustees on issues including: the increase to the Resource Allocation Method (RAM) in terms of percentage; full-day and half-day Kindergarten program criteria and the costs associated with these programs and provincial funding; information technology support to schools moving to an on-demand service delivery model; increases to certificated and non-certificated salaries and benefits; facility operations and the potential for non-compliance with our operational expectations policy resulting from reduced staffing levels and the high number of aging buildings in our system; and information about the reduction to school budgets and service unit budgets.

Recessed: 2:00 p.m.
Reconvened: 2:23 p.m.

The question and answer session continued on issues including: the numbers in relation to non-certified school and non-school based full-time and part-time FTE positions; the RAM allocations; additional funding available to schools principals; new school commissioning costs funded by the CBE; the request for funds from government for commissioning costs; employee engagement; and clarification on service unit reductions.

At 2:58 p.m. Chair Bowen-Eyre received the consent of the Board of Trustees to continue the meeting to the completion of the agenda.

Administration addressed further questions posed by trustees on the budget.

Superintendent Grundy provided an overview of the budget in relation to transportation fees and the impact of Bill 1: An Act to Reduce School Fees including the elimination of Instructional Supplies and Materials (ISM) fees and the elimination of transportation fees for eligible students and the impact of these changes on CBE's transportation service levels and costs. An overview of the CBE's past public engagements regarding transportation was provided including plans to move more students to congregated stops; aligning school bell times; and low ridership routes. The introduction of Bill 1 required changes to the CBE's transportation services plan. Since the introduction of Bill 1, the CBE was in regular communications with Alberta Education on its transportation plan for the 2017-18 school year and obtained provincial approval prior to communicating its transportation plan publicly.

Administration responded to trustee questions on issues including: changes to CBE's transportation services for students attending their designated schools and alternative programs; the effect of Bill 1 related to transportation fees and rebates for students taking Calgary Transit; availability of transportation fee waivers; communications with parents regarding changes to bell times, congregated stops and students moving to Calgary Transit for bus service; and the directive from Alberta Education that school boards may increase fees up to maximum of 5 percent.

Chair Bowen-Eyre stated that the Board of Trustees will give consideration to the Students come first | Budget Report for 2017-18 and beyond at its Regular Meeting to be held on June 20, 2017.

7 | MATTERS RESERVED FOR BOARD ACTION

There were no items.

8 | CONSENT AGENDA

The Chair noted that items on the consent agenda are approved with the agenda as follows:

8.1 Approval of Minutes

- Regular Meeting held April 25, 2017
- Regular Meeting held May 16, 2017
- Regular Meeting held May 23, 2017
- Regular Meeting held May 30, 2017

THAT the Board of Trustees approves the Minutes of the Regular Meetings held April 25, May 16, May 23 and May 30, 2017 as submitted.

8.2 Revision to the Schedule of Regular Meetings

THAT the Board of Trustees approves revisions to the Schedule of Regular Meetings, to:

- 1) **add a public meeting to be held on June 27, 2017, commencing at 12:00 pm, in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta;**
- 2) **add a public meeting to be held on September 12, 2017, commencing at 1:30 p.m., in the Multipurpose Room at 1221 - 8 Street SW, Calgary, Alberta;**
- 3) **add a public meeting to be held on September 19, 2017, commencing at 12:00 p.m., in the Multipurpose Room at 1221 – 8 Street SW, Calgary, Alberta; and**
- 4) **add a private meeting to be held on October 10, 2017, commencing at 12:00 p.m., in Room T224 at 1221 – 8 Street SW, Calgary, Alberta**

8.3 Items Provided for Board Information

- 8.3.1 Correspondence
- 8.3.2 Chief Superintendent's Update
- 8.3.3 Third Quarter Budget Variance Report for the 2016-17 Budget
- 8.3.4 Construction Projects Status Report

Chair Bowen-Eyre noted that the Board meeting would recess and reconvene for an in-camera session to discuss one labour relations item.

Recessed: 4:20 p.m.

Reconvened: 4:36 p.m.

9 | IN-CAMERA SESSION

Motion to Move In Camera

MOVED by Trustee King:

THAT the Regular Meeting of the Board of Trustees moves in camera.

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee King:

THAT the Regular Meeting of the Board of Trustees moves out of in camera.

The motion was
CARRIED UNANIMOUSLY.

10 | ADJOURNMENT

Chair Bowen-Eyre declared the meeting adjourned at 5:23 p.m.

Chair

Corporate Secretary
Adopted:

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the "Board") held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, June 20, 2017 at 12:00 noon

The Board of Trustees held an in-camera session prior to the public session, which commenced at 11:02 a.m. in Room T224 of the Education Centre, to discuss one strategic planning item.

MEETING ATTENDANCE

Board of Trustees:

Trustee J. Bowen-Eyre, Chair
Trustee L. Ferguson
Trustee J. Hehr
Trustee J. Hrdlicka
Trustee T. Hurdman
Trustee P. King
Trustee A. Stewart

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Ms. J. Everett, Superintendent, Learning
Mr. G. Francis, Superintendent, Human Resources/General Counsel
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. K. Fenney, Assistant General Counsel/Corporate Secretary

Motion to Move In Camera

MOVED by Trustee Ferguson:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of June 20, 2017 be considered at an in-camera session, therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in camera.

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee Stewart:

THAT the Regular Meeting of the Board of Trustees moves out of in camera.

The motion was
CARRIED UNANIMOUSLY.

Recessed: 11:45 a.m.

PUBLIC MEETING ATTENDANCE

Board of Trustees:

Trustee J. Bowen-Eyre, Chair
Trustee L. Ferguson
Trustee J. Hehr
Trustee J. Hrdlicka
Trustee T. Hurdman
Trustee P. King
Trustee A. Stewart

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Mr. D. Breton, Superintendent, Facilities and Environmental Services
Ms. J. Everett, Superintendent, Learning
Mr. G. Francis, Superintendent, Human Resources/General Counsel
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. K. Fenney, Assistant General Counsel/Corporate Secretary
Ms. K. Maxwell, Recording Secretary

Stakeholder Representatives:

Mr. K. Kempt, Alberta Teachers' Association, Local 38
Mr. T. Killam, Canadian Union of Public Employees (CUPE), Local 40
Ms. L. Robb, Calgary Board of Education Staff Association

1 | **CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Bowen-Eyre called the meeting to order at 12:05 p.m. and O Canada was led by Stephanie, a student from Western Canada High School. Trustee Hehr, ward trustee, expressed appreciation on behalf of the Board.

Chair Bowen-Eyre acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut'ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta. She acknowledged and welcomed staff, the public and representatives from the aforementioned organizations.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. K. Fenney, Corporate Secretary, noted that there were no changes to the agenda.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of June 20, 2017 be approved, as submitted.

The motion was
CARRIED UNANIMOUSLY.

3 | **AWARDS AND RECOGNITIONS**

There were none.

4 | **RESULTS FOCUS**

4.1 **School Presentation – Tuscany School**

Director B. Parker, Area 1, provided background information about Tuscany School noting it is located on the western edge of the city and until January 2017 it also housed students from Eric Harvie School. He introduced Principal C. White to share how Tuscany School has been working on Results 5: Character.

Principal White likened the school's work around Results 5: Character as a tapestry noting it is difficult to separate the threads that are interwoven with personal development and citizenship. She explained having Tuscany School host Eric Harvie School demonstrated the character of the staff, students and their families, with everyone working together respectfully and collaboratively, sharing space and activities. She also noted the successful collaboration between the Grade 4 students and Twelve Mile Coulee School on a joint mapping project. The presentation ended with a video of 75 Grade 1 students singing a song titled *Together We Can Change the World*.

On behalf of the Board, Chair Bowen-Eyre expressed appreciation for the presentation noting that hosting a school within a school truly demonstrates the building of character.

4.2 **Results 2: Academic Success – Annual Monitoring**

Chair Bowen-Eyre noted that this report was introduced at the June 13, 2017 meeting where trustees posed questions and received clarification on various issues. The Board must now formally act on the monitoring report to determine compliance with this policy.

MOVED by Trustee Ferguson:

THAT the Board has reviewed the monitoring report on Results 2: Academic Success and concludes that reasonable progress is being made toward the ultimate achievement of this results policy.

MOVED by Trustee Hrdlicka:

THAT the motion be amended by the addition of “with the exception of First Nations, Métis and Inuit students’ achievement is all academic disciplines”.

In debate of the exception motion trustee comments included: there are concerns related to First Nations, Métis and Inuit (FNMI) students’ high school completion rates, transition

rates and Provincial Achievement Tests (PAT) scores; there are initiatives in place to support FNMI students such as the Aboriginal Centre and the Aboriginal Education Strategy Graduation Coaches; the CBE has a positive relationship with the Elders through the Elders Advisory Council; and there has been significant improvement in FNMI drop-out rates.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

In debate of the main motion as amended trustee comments included: the report shows an improvement in report card results and test scores despite challenges such as declining resources and increased enrolment, diversity, needs, and transitions; 9 of the 10 targets monitored were attained; high school completion rates have increased; student survey comments point to increased confidence in achievement; the desire for a common assessment tool was noted; and concern was expressed related to Grade 1 to Grade 9 report card results for the English Language Arts stem *reads to explore, construct and extend understanding*.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Hurdman:

THAT the Board of Trustees identifies concern with overall student results in Mathematics.

The Chair clarified the difference between a *concern* and an *exception*. An *exception* relates to the overall finding of the Board of Trustees in terms of the main motion, whereas a *concern* flags for Administration what the Board of Trustees are concerned about.

In debate of the motion trustee comments included: numeracy is foundational to thrive in life, work and continued learning; Alberta's results in the 2015 Trends in International Mathematics and Science Study (TIMSS) are declining and this is concerning as the CBE is the largest Board in the province; CBE results for Math 30-1, Grade 9 Knowledge & Employability (K&E) Math, and Junior High Math are concerning; Math results are always the lowest when compared to the other subjects; to flag Math as a concern, rather than an exception, acknowledges the strategies Administration has put in place and gives continued support and priority to this work; Math 30-1 is a relatively new program of study and it takes time to achieve results; the change in weighting for the Diploma Exams from 50% to 30% may have impacted Math results; CBE Math Diploma results, although declining, are still higher than other Boards in the province; Math results are a concern province-wide, not just within the CBE; today's students don't experience Math in a tactile manner such as handling money or playing board games and this may contribute to declining results; and it is important to flag Math results as a concern for information for the next Board.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Hehr:

THAT the Board of Trustees recognizes the evidence and efforts of the Grade 1 to 9 report card results with respect to the English Language Arts stem “reads to explore, construct and extend meaning” and that continued growth be reported on.

Trustee questions related to the motion included: how is this different from regular monitoring and whether the intent of this motion is to commend the work of the Literacy Strategy or to note a concern.

Trustee Ferguson raised a Point of Order. She noted on page 4-11 of the June 13, 2017 Results 2: Academic Success report under the English Language Arts (ELA) section the last bullet identifies a previously set target to show improvement in relation to a previous three year average by 2018 which would cover the motion Trustee Hehr is putting forward.

MOVED by Trustee Stewart:

THAT the Board of Trustees lay the pending motion on the table.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee King:

THAT the Board of Trustees commends the Chief Superintendent for significant and continuous improvement on the three and five year high school completion rate.

In debate of the motion trustee comments included: it important to recognize success and acknowledge it can look different for every student; the variety of alternative programs and supports for student engagement builds success; and a 5.4% increase in the completion rate since 2011 is noteworthy.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Hehr:

THAT the Board of Trustees identifies concern with the Grade 1 to 9 report card results with respect to the English Language Arts stem “reads to explore, construct and extend understanding”.

The above motion incorporates a friendly amendment accepted by Trustee Hehr to correctly reflect the wording of the stem.

Trustee questions about the motion included: clarification regarding the goal of the motion.

In debate of the motion trustee comments included: reading is foundational to future academic success; it is important to flag this as a concern to support the continuance of the Literacy Strategy; it is critical to keep a focus on this stem with the absence of Grade 3 PATs and Student Learning Assessments (SLAs); 25% of the student population are English Language Learners (ELL); concern was expressed that the motion focuses on an individual stem, however it will ensure the Literacy Strategy continues to be a priority and receive the necessary resources and supports for future success; and the English Language Arts results although high are still lower than some other subject areas.

The Chair called for a vote on the motion.

The motion was
CARRIED.

In favour: Trustee Bowen-Eyre
Trustee Ferguson
Trustee Hehr
Trustee Hrdlicka
Trustee Hurdman
Trustee Stewart

Opposed: Trustee King

MOVED by Trustee Stewart:

THAT the Board of Trustees directs the Chief Superintendent to provide additional information, including strategies, revised targets and the assessment of the strategies for each of the areas identified as an exception or concern, by November 2017.

In debate of the motion trustee comments included: the next step after identifying concerns is to create a mechanism for a report back to the Board; it provides accountability to the public and information to the new Board; the motion asks for *additional information* which is appropriate as the Board does not assess or approve strategies, but assesses the outcomes of the student results.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

5 | **OPERATIONAL EXPECTATIONS**

There were no items.

6 | **PUBLIC COMMENT**

There were no public comments.

Recess: 1:30 p.m.

Reconvened: 1:50 p.m.

7 | **MATTERS RESERVED FOR BOARD ACTION**

7.1 **Students come first | Budget Report for 2017-18 and beyond**

Chair Bowen-Eyre stated that the Budget 2017-2018 was presented at the June 13, 2017 Board meeting, at which time trustees' questions were addressed by Administration.

MOVED by Trustee Hurdman:

THAT the Board of Trustees approves 2017-2018 Budget as reflected in Attachment 1 and authorizes its submission to Alberta Education.

MOVED by Trustee Hrdlicka:

THAT the motion be amended by the addition “and direct the use of reserves for a one year period to return yellow school bus service to the five schools who are moving onto the non-designated transit routes in the fall”.

Trustee questions about the motion included: the cost to return yellow bus service to the five schools; the gap between the current dollars available for transportation and the current costs in the 3rd quarter variance report; how the CBE would fund the additional cost for yellow bussing; and how much are we currently spending for yellow school buses.

Trustee Hrdlicka requested a point of information from Administration to answer the question regarding the estimated cost of returning the yellow school bus service to the five schools. Superintendent Breton responded a rough approximation of returning yellow school bus service to these schools would be \$3.5 million dollars.

Trustee Hrdlicka requested a point of information from Administration to answer the question regarding the gap between the current dollars available for transportation versus current costs. Superintendent Grundy responded the gap identified in the second quarter between revenues all sources for transportation and costs was about \$10 million dollars.

Trustee Hehr requested a point of information from Administration regarding the number of students who have already transitioned to using Calgary Transit for travelling to and from school. Superintendent Breton responded that system-wide there are approximately 17,000 students using Calgary Transit.

In debate of the motion trustee comments included: the impact for students transitioning onto Calgary Transit, potential accessibility barriers to alternative programs, and the use of reserves money in light of feedback received from stakeholders that global funding should be used for learning in the classroom rather than to subsidize transportation services; the opportunity for a new board to continue to advocate for transportation funding for alternative programs; the impact of timelines for implementation of Bill 1 on CBE's ability to engage with parents.

It was noted that for the majority of CBE students the transportation service levels for the 2017-18 school year will be similar to those provided in 2016-17.

The Chair called for a vote on the motion.

The motion was
DEFEATED.

In favour: Trustee Hrdlicka
Opposed: Trustee Bowen-Eyre
Trustee Ferguson
Trustee Hehr
Trustee Hurdman
Trustee King
Trustee Stewart

In debate of the main motion trustee comments included: despite a shortfall and the need to use reserves, the budget demonstrates CBE's values and its core purpose of educating students; the budget supports such programs as full day kindergarten, English language learners, and resources for First Nations Metis Inuit students; the province's funding formula as it relates to enrolment growth and inflationary costs; the loss of hours and jobs for support staff; optimism regarding the Minister of Education's operational review which may lead to new ideas to stretch funding and also may encourage the province to assess the funding formula.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

Motion Arising:

MOVED by Trustee Stewart:

THAT the Board of Trustees directs the Chief Superintendent to report on system-wide strategies that support alternative programs and report back to the Board by September 12, 2017.

Trustee questions about the motion included: what is meant by "strategies"; whether this is focused on activities currently occurring in our system or proposed changes; if the September deadline is reasonable; what policy this motion is tied to, the intent of the report and a suggestion to write a memo for the next public meeting to explain it.

MOVED by Trustee Hurdman:

THAT the Board of Trustees tables the main motion to the Regular Meeting of June 27, 2017.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

MOVED by Trustee Hurdman:

THAT the Board of Trustees pulls the above-noted motion off the table, and

THAT the Board of Trustees postpones the main motion to the Regular Meeting of June 27, 2017.

The Chair called for a vote on the motion.

The motion was
CARRIED UNANIMOUSLY.

8 | **CONSENT AGENDA**

The Chair noted that items on the consent agenda are approved with the agenda as follows:

8.1 OE-1: Global Operational Expectation – Annual Monitoring

THAT the Board of Trustees approves that the Chief Superintendent is in compliance with the provisions of OE-1: Global Operational Expectation.

8.2 Modified Monitoring of Results Survey Measures

THAT the Board of Trustees approves a modified monitoring schedule for survey measures within the Results policies.

8.3 Items Provided for Board Information

8.3.1 Correspondence

8.3.2 Chief Superintendent's Update

8.3.3 EducationMatters Financial Statements as at April 30, 2017

8.3.4 Three-Year System Student Accommodation Plan 2017-2020

8.3.5 Ten-Year Student Accommodation and Facilities Strategy

Recessed: 3:14 p.m.

Reconvened: 3:38 p.m.

9 | **IN-CAMERA SESSION**

Motion to Move In Camera

MOVED by Trustee Ferguson:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of June 20, 2017 be considered at an in-camera session, therefore, be it

Resolved, **THAT the Regular Meeting of the Board of Trustees moves in camera.**

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee Stewart

THAT the Regular Meeting of the Board of Trustees moves out of in camera.

The motion was
CARRIED UNANIMOUSLY.

10 | **ADJOURNMENT**

Chair Bowen-Eyre declared the meeting adjourned at 3:58 p.m.

Chair

Corporate Secretary
Adopted:

CALGARY BOARD OF EDUCATION

Minutes of the Regular Meeting of the Board of Trustees (the “Board”) held in the Multipurpose Room, Education Centre, 1221 – 8 Street SW, Calgary, Alberta on Tuesday, June 27, 2017 at 12:00 noon

MEETING ATTENDANCE

Board of Trustees:

Trustee J. Bowen-Eyre, Chair
Trustee L. Ferguson
Trustee J. Hehr
Trustee J. Hrdlicka (departed at 4:53 p.m.)
Trustee T. Hurdman
Trustee P. King
Trustee A. Stewart

Administration:

Mr. D. Stevenson, Chief Superintendent of Schools
Ms. S. Church, Deputy Chief Superintendent of Schools
Ms. C. Fradgley on behalf of Mr. D. Breton, Superintendent, Facilities & Environmental Services
Ms. J. Everett, Superintendent, Learning
Mr. G. Francis, Superintendent, Human Resources/General Counsel (arrived at 12:22 p.m.)
Mr. B. Grundy, Superintendent, Finance/Technology Services
Ms. M. Martin-Esposito, Chief Communications Officer
Ms. K. Fenney, Assistant General Counsel/Corporate Secretary
Ms. T. Minor, Associate Corporate Secretary
Ms. D. Perrier, Recording Secretary

Stakeholder Representatives:

Ms. L. Robb, Calgary Board of Education Staff Association

1 | **CALL TO ORDER, NATIONAL ANTHEM AND WELCOME**

Chair Bowen-Eyre called the meeting to order at 12:02 p.m. and O Canada was led by students from Somerset School by way of a video recording.

Chair Bowen-Eyre acknowledged the traditional territories and oral practices of the Blackfoot Nations, which includes the Siksika, the Piikani, and the Kainai. She also acknowledged the Tsuut’ina and Stoney Nakoda First Nations, the Métis Nation (Region 3), and all people who make their homes in the Treaty 7 region of Southern Alberta. She acknowledged and welcomed staff, the public and representatives from the aforementioned organizations.

2 | **CONSIDERATION/APPROVAL OF AGENDA**

Ms. K. Fenney, Corporate Secretary, noted a revision to Agenda Item 8.1 to reflect the title of the report as *Proposed Fee Administrative Regulations (School, Transportation and Noon Services)*.

MOVED by Trustee King:

THAT the Agenda for the Regular Meeting of June 27, 2017 be approved as submitted, subject to the above-noted revision.

The motion was
CARRIED UNANIMOUSLY.

3 | AWARDS AND RECOGNITIONS

There were no awards or recognitions.

4 | RESULTS FOCUS

There were no items.

5 | OPERATIONAL EXPECTATIONS

There were no items.

6 | PUBLIC COMMENT

There were no public comments.

7 | MATTERS RESERVED FOR BOARD ACTION

7.1 Postponed Motion of June 20, 2017 re: Alternative Programs

On June 20, 2017, the following motion was made and subsequently postponed to June 27, 2017 through a subsidiary motion put forward by Trustee Hurdman, which carried unanimously:

MOVED by Trustee Stewart:

THAT the Board of Trustees directs the Chief Superintendent to report on system-wide strategies that support alternative programs and report back to the Board by September 12, 2017.

Trustee Stewart stated her desire to withdraw the motion, to which Chair Bowen-Eyre received no objection from the Board of Trustees and the motion was withdrawn.

8 | BOARD INFORMATION

8.1 Proposed Fee Administrative Regulations (School, Transportation and Noon Services)

Chair Bowen-Eyre stated that this report is presented to the Board of Trustees as information only, and that the Board has delegated the responsibility for setting fees to the Chief Superintendent of Schools. The Board's policies in relation to transportation and fees are set out in Operational Expectations policy OE-11: Learning Environment/Treatment of Students.

Superintendent Grundy provided highlights of the contents of the report. He noted that three draft administrative regulations form a part of the report: AR-6095 Student Transportation, AR 3048 Noon Services, and AR 7005 School Fees. Bill 1: An Act to Reduce School Fees was introduced in the spring 2017 and the supporting Regulations (*School Fees and Costs Regulation and School Transportation Regulation*) were approved on June 5, 2017. These regulations set out specific requirements for school jurisdiction policies. Superintendent Grundy noted that the administrative regulations will be submitted to Alberta Education for review and approval by the deadline of June 30, 2017.

Superintendent Grundy thanked all staff across the CBE who were involved in this process and noted that remarkable progress was made since receiving the provincial regulations two and a half weeks ago.

Trustees posed questions, which were addressed by Administration on issues including: no fees charged in 2017/18 for Instructional Supplies and Materials (ISM), and the potential for continuing the practice of buying student classroom supplies in bulk; the rationale for not having a specific administrative regulation that addresses a waiver policy; the definition of “Fair Entry” referenced in AR7005 School Fees, under 29b; processes that are underway in the development and enhancement of the draft administrative regulations and schedule of fees and costs; a review of the potential for offering partial waivers; clarification of refunds that will be provided at no cost to the CBE; examples of what may be categorized under the Non-Curricular Travel Fees, Extracurricular Fees and Activity Fees; challenges around having to present a school fee schedule by June 30th while not knowing the changes that could occur throughout the year that would incur a cost to the CBE; concern surrounding the timelines of Ministerial response and subsequent CBE communications to schools and to parents; the potential for supplying a second address for student bus route requirements when making application for CBE transportation services; the practice of school principals making decisions on issues surrounding the noon supervision program; explanation of circumstances where a waiver may be granted based on compassionate grounds; clarification about the incidental activity fee associated with the noon supervision program; and the importance of understanding that this is a transitional year of change with respect to fees and practices.

Chief Superintendent Stevenson expressed gratitude for the high volume of work that was performed in a very short time by Superintendent Grundy, finance department staff, school principals, assistant principals and many other CBE staff. Commendation was also echoed by the Board.

9 | **CONSENT AGENDA**

9.1 Items Provided for Board Information

9.1.1 Trustee Liaison Report re: Alberta School Boards Association – Zone 5

9.1.2 Trustee Liaison Report re: Alberta School Boards Association – Board of Directors

Chair Bowen-Eyre stated that the Board would meet in camera to discuss three land issues, two labour issues and two strategic planning issues. She noted this was the last Regular Meeting for 2016/17 and that the next public meeting is scheduled for Tuesday, September 12, 2017.

Recessed 12:47 p.m.

Reconvened: 1:14 p.m.

10 | IN-CAMERA SESSION

Motion to Move In Camera

MOVED by Trustee Ferguson:

Whereas the Board of Trustees is of the opinion that it is in the public interest that matters on the private agenda for the Regular Meeting of Tuesday, June 27, 2017 be considered at an in-camera session, therefore, be it

Resolved, THAT the Regular Meeting of the Board of Trustees moves in camera.

The motion was
CARRIED UNANIMOUSLY.

Motion to Revert to Public Meeting

MOVED by Trustee Stewart:

THAT the Regular Meeting of the Board of Trustees moves out of in camera.

The motion was
CARRIED UNANIMOUSLY.

Motions to Action In-Camera Recommendations

MOVED by Trustee King:

- 1. THAT the Board of Trustees approves the disposition of a portion of joint title school lands as outlined in the private report of June 27, 2017; and**
- 2. THAT the Board of Trustee authorizes the Chair to correspond with the Minister of Education, as per the letter attached to the private report.**

The motion was
CARRIED UNANIMOUSLY.

Trustee Hrdlicka left the meeting at 4:53 p.m.

MOVED by Trustee Ferguson:

THAT the Board of Trustees approves the use of up to \$100,000 of capital reserve funds to undertake a jointly-funded project with Bullfrog Power to install 10 kW solar photovoltaic (PV) systems on four Calgary Board of Education schools.

The motion was
CARRIED UNANIMOUSLY.

Absent: Trustee Hrdlicka

MOVED by Trustee King:

THAT, subject to receiving appropriate Ministerial approval, the Board of Trustees approves the tender selection for the construction of the Nelson Mandela High School Gym Addition to Tribuild Contracting (Calgary) Ltd.

The motion was

CARRIED UNANIMOUSLY.

Absent: Trustee Hrdlicka

MOVED by Trustee Stewart:

THAT the Board of Trustees approves that the new high school to be built in Seton be named “Joane Cardinal-Schubert High School” and that the decision be communicated as quickly as possible.

The motion was

CARRIED.

In favour: Trustee Bowen-Eyre
Trustee Ferguson
Trustee Hehr
Trustee King
Trustee Stewart
Opposed: Trustee Hurdman
Absent: Trustee Hrdlicka

MOVED by Trustee Hehr:

THAT the adoption of an Executive Employee Compensation model as described in the recommendation section of the private report of June 27, 2017 be approved by the Board of Trustees.

The motion was

CARRIED.

In favour: Trustee Bowen-Eyre
Trustee Ferguson
Trustee Hehr
Trustee King
Opposed: Trustee Hurdman
Trustee Stewart
Absent: Trustee Hrdlicka

MOVED by Trustee Hurdman:

THAT the Board of Trustees directs that superintendents be placed on the approved Executive Employee Compensation model grid and that all future grid movement be frozen until further action of the Board of Trustees.

The motion was

CARRIED.

In favour: Trustee Bowen-Eyre
Trustee Hehr
Trustee Hurdman
Trustee King
Opposed: Trustee Ferguson
Trustee Stewart
Absent: Trustee Hrdlicka

MOVED by Trustee Hurdman:

THAT the decision regarding grid movement for executive employees come back before the Board of Trustees no later than April 30, 2018.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Hrdlicka

MOVED by Trustee Hurdman:

THAT the Board of Trustees gives final approval to the Supplemental Executive Retirement Pension (SERP) Plan Text, as amended.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Hrdlicka

11 | **ADJOURNMENT**

MOVED by Trustee King:

THAT on adjournment, the meeting adjourns to the call of the Chair.

The motion was

CARRIED UNANIMOUSLY.

Absent:

Trustee Hrdlicka

The meeting adjourned at 5:08 p.m.

Chair

Corporate Secretary
Adopted:

operational
expectations
monitoring report

Monitoring report for the
school year 2016-2017

Report date:
September, 12, 2017
Resubmitted:
September 19, 2017

OE-2: Temporary Chief Superintendent Succession

BOARD OF TRUSTEES ACTION

With respect to OE-2: Temporary Chief Superintendent Succession, the Board of Trustees:

- approves that the Chief Superintendent is in compliance with the provisions of this policy.
- Finds the evidence to be compliant with noted exceptions
- Finds evidence to be not compliant

report to Board of Trustees

Governance Culture and Board/Chief Superintendent Relationship Governance Policies - Board of Trustees' Annual Self-Evaluation

Date	September 19, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
Purpose	Decision
Originator	Trustee Hehr, Chair Board Evaluation Committee Trustee Hurdman, Member, Board Evaluation Committee
Governance Policy Reference	GC-2: Governing Commitments GC-5: Board Committees B/CSR 1-5: Board/Chief Superintendent Relationship Policies

1 | Recommendation

- That the Board approves the Board of Trustees' self-evaluation report as developed during the evaluation workshop of April 24, 2017.

2 | Issue

The Board of Trustees' Governance Policy GC-2 Governing Commitments, stipulates that *"2.3 The Board is responsible for its own performance, and commits itself to continuous improvement. The Board regularly and systematically will monitor all policies in this section"*.

Similarly, each of the Board/Chief Superintendent Relationship Policies requires that the monitoring method will be "Board Self-Assessment".

3 | Background

The Board's Governance Culture policies identify the board's values about how it should do its work. The Board/Chief Superintendent Relationship policies include the values about how the Board will interact with its CEO.



These policies set operational standards for board behaviour. As such, they provide a logical basis for the board to effectively monitor its own performance.

The Board of Trustees is committed to self-evaluation through the annual monitoring of its governance culture policies. In governance culture policies, the Board describes standards of group and individual behaviour to which it agrees to hold itself. In addition, the Board commits to annual self-assessment of its relationship with its only employee, the Chief Superintendent.

The following policies were reviewed:

- Governance Culture Policies 1 through 9; and
- Board/Chief Superintendent Relationship Policies 1 through 5

4 | Analysis

Dr. Charles Ungerleider, the board's external consultant on governance, facilitated a meeting that included the Calgary Board of Education Trustees and the Chief Superintendent on April 24, 2017, for the following purposes:

- reviewing the board's adherence to its Governance Culture and Board-Chief Superintendent Relationship policies over the past year;
- conducting the Board's annual self-assessment; and
- reviewing recommendations from the prior board self-assessment as well as developing performance improvement recommendations for the next year.

Dr. Ungerleider confirmed that the data indicate that the Board has performed well against standards reflected in the Board's Governance Culture policies and against the standards for the relationship between the Board and the Chief Superintendent. Moreover, it was the external consultant's view that, in comparison to many other boards and the relationship between those boards and their chief executive officers he has observed, the Calgary Board of Education has performed well.

The Board noted that an increase in trust amongst board members contributed to an environment conducive to effective governance and the identification of motions in advance of board meetings lead to more productive Board meetings. It was also noted that the Board continues to have a strong and respectful relationship with the Chief Superintendent.

5 | Conclusion

The following represents the Trustees' recommendations for next year:

- All trustees are responsible for conducting the Board's business meetings with maximum effectiveness and efficiency. Trustees need to be attentive to the requirement to be recognized prior to speaking, not interrupting each other or engaging in side conversations. In addition, trustees need to be fully prepared for each board meeting.
- In order to ensure that the constructive dialogue sessions are conducted regularly, the Strategic Dialogue & Public Engagement Committee will plan for sessions with students, employees, parents and citizens well in advance.
- Despite substantial improvement in regard to a common and unambiguous understanding of the areas of responsibility of the Board and the Chief Superintendent, trustees and the Board need to be vigilant about not attempting to solve operational concerns.
- The Chief Superintendent is the Board's sole employee; Trustees need to be disciplined to avoid giving direction to any employee other than the Chief Superintendent.
- That the trustees regularly (approximately 3 times throughout the year) consider the aforementioned recommendations as they debrief each Board meeting as a means of incorporating them into, and reinforcing, their practice.
- Revisions to Governance Culture GC-5: Board Committees and GC-5E related to the reporting schedule by the Board Committees to the Board be considered.
- That the trustees regularly participate in on-going governance education including governance case law reviews.

report to Board of Trustees

Correspondence

Date	September 19, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Kelly Ann Fenney Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.

2 | Background

The following is a summary of the correspondence provided to the Board:

- Email dated August 11, 2017 from The Honourable D. Eggen, Minister of Education, responding to Calgary Board of Education's submission of school fees and policies for the 2017/18 school year.
- Letter dated August 30, 2017 from The Honourable D. Eggen, Minister of Education, setting forth an annual maximum transportation fee to apply to students being transported by municipal transit to Sir Wilfred Laurier School, Senator Patrick Burns School, Robert Warren School, Branton School and Bob Edwards School.
- Letter dated September 13, 2017 from Board Chair J. Bowen-Eyre, to The Honourable D. Eggen, Minister of Education, regarding the delayed opening of Griffith Woods School.

Appendix I: Relevant Correspondence



From: EDC Minister <Education.Minister@gov.ab.ca>
Sent: Friday, August 11, 2017 1:52 PM
To: Bowen-Eyre, Joy M
Cc: Grundy, Brad R; Stevenson, David T
Subject: 2017/18 School Fees Approval - Calgary School District

Ms. Joy Bowen-Eyre
Board Chair
Calgary School District

Dear Ms. Joy Bowen-Eyre:

Thank you for submitting your school fees and policies for the 2017/18 school year.

In September, I look forward to receiving your submission for activity and extracurricular fees. At this time, I hereby approve your school fee schedule submitted to date.

I appreciate your continued support as we work to make life more affordable for Alberta families. I wish you the best for a successful 2017/18 school year.

Sincerely,

David Eggen
Minister
Alberta Education
MLA for Edmonton – Calder

cc: David Stevenson, Superintendent
Brad Grundy, Secretary-Treasurer

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the system manager. This message contains confidential information and is intended only for the individual named. If you are not the named addressee you should not disseminate, distribute or copy this e-mail.



ALBERTA
EDUCATION

Office of the Minister

AR99840

AUG 30 2017

Ms. Joy Bowen-Eyre
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary AB T2R 0L4

Dear Ms. Bowen-Eyre:

Further to my August 11, 2017 email regarding your 2017/18 fee schedule, please be advised that the annual transportation fee for the approximately 1,300 students who will be transported to school by municipal transit instead of yellow school bus beginning in the 2017/18 school year is to be no higher than \$352 per student after rebate.

The \$352 maximum annual transportation fee applies to impacted students attending:

- Sir Wilfred Laurier School;
- Senator Patrick Burns School;
- Robert Warren School;
- Branton School; and
- Bob Edwards School.

I will revisit this fee again in 2018 when I review your proposed fee schedule for the 2018/19 school year.

If you have any questions regarding the application of the rebate for these students, please contact Rick Grebenstein, Senior Transportation Manager, Business Operations and Stakeholder Support Branch, at 780-422-6018 (toll-free in Alberta by first dialing 310-0000) or rick.grebenstein@gov.ab.ca.

Sincerely,

David Eggen
Minister



www.cbe.ab.ca

Board Chair

Joy Bowen-Eyre Wards 1 & 2

Vice-Chair

Trina Hurdman Wards 6 & 7

Trustees

Lynn Ferguson Wards 3 & 4

Pamela King Wards 5 & 10

Judy Hehr Wards 8 & 9

Julie Hrdlicka Wards 11 & 13

Amber Stewart Wards 12 & 14

September 13, 2017

Honourable David Eggen
Minister of Education
Office of the Minister
228 Legislature Building
10800 – 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Eggen:

RE: Opening of Griffith Woods School

Opening our new schools is a top priority for the Calgary Board of Education (CBE), and we were pleased to have opened two new schools to start the 2017-18 school year. As you know, we continue to work on completing and opening two more new schools this year.

We informed you in our April 11, 2017 communication that the opening of Griffith Woods School would be delayed until January 2018 because of the inclement weather experienced last year and an extremely ambitious construction timeline. Unfortunately, this new school project has encountered unanticipated construction related delays that will result in the school not being completed for a January opening.

The CBE will communicate with parents that the school will not open in January as expected and that we will confirm an opening date following the winter break.

Griffith Woods School currently serves kindergarten to grade 8 students from the communities of Springbank Hill and Discovery Ridge. The school opened on Sept. 5 as a “school within schools” at two elementary schools and two junior high schools. These are the same schools that students from these communities attended in the 2016-17 school year.

The CBE is committed to opening this school as soon as possible and we will keep you updated as more information becomes available.

Sincerely,

Joy Bowen-Eyre
Chair, Board of Trustees
Calgary Board of Education

cc: Honourable Brian Mason, Minister of Infrastructure, Government House Leader
David Stevenson, Chief Superintendent of Schools, CBE
Dany Breton, Superintendent, Facilities and Environmental Services

**report to
Board of Trustees**

Chief Superintendent's Update

Date	September 19, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.

2 | Issue

As the Board of Trustees' chief executive officer, the Chief Superintendent is accountable for meeting the expectations set by the Board. These expectations are stated in Results and Operational Expectations policies.

OE-8: Communication With and Support for the Board requires that "the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern." With other reports submitted to the Board of Trustees, this update meets the requirement of OE-8 for the provision of information in a timely, simple and concise form.

Personalize Learning

CBE Outdoor Learning Pilot Program

The Outdoor Learning Pilot Program is a CBE sustainability initiative funded by EducationMatters and RBC Learn to Play. Students revisit the same urban natural location with their teachers in different seasons with a focus on ‘Earth Play’, a head, heart, hands approach to learning while increasing student opportunities for self-directed play outdoors. This school year, staff will co-host monthly professional learning sessions for teachers entitled ‘Literacies on the Land’ and publishing the online video series: What can sustainability look like at a school? This was made possible through a project grant from the Alberta Teachers Association. Research informs us that sustainable living is rooted in a deep knowledge of place, or as CBE students state: “I feel responsible outside because I was trusted to be safe” and “Outdoors made me more confident, before I was scared of bugs and getting dirty.”

English Language Development Summer Institute 2017

The English language learning team hosted a five day summer institute for 26 Kindergarten to Grade 12 CBE teachers on July 31 – August 4, 2017. The focus of the institute was English Language Development (ELD), a model based on the work of leading researchers in English Language Learning (ELL). Throughout the institute ‘personalization of learning’ was a central theme. Participants engaged in the design of rich and worthwhile learning tasks that emphasized explicit English language instruction (a key feature of the ELD model), cultural responsiveness and promising ELL strategies that universally benefit all students across curricula. The professional capital teachers gained will enable them to create conditions for success for English Language Learners in our system. Here is what some of the participants said about their ELD Summer Institute experience:

This week has been amazing. The quality of instruction limitless, the hands on activities, the chance to collaborate, the opportunities to connect with like-minded people, the continuous dialogue, the support, the chance to LEARN from amazing instructors, and on and on and on.....WOW, thank you! The content was excellent and I came away with a very solid understanding of ELD, ideas I can use and the availability of excellent resources.

CBE Students Participate in School Works Canada Summer Work Experience Program

Through partnership with the Sinneave Family Foundation and SchoolWorks Canada, a unique 5-week Summer Work Experience program was offered to 8 CBE students diagnosed with Autism Spectrum Disorder. The program was supported by a CBE teacher, a CBE student mentor and included a weekly classroom component at the Ability Hub.

The intent of the program was to provide supported community work experience opportunities for the students to develop skills that would assist them in successfully transitioning to adulthood and future employment. The student mentor was selected from applicants for the CBE Dual Credit Health Care Aide program and received valuable practical experience.

The program was extremely successful with the students exhibiting a great deal of growth. They became more independent as the weeks progressed and their workplace and social skills developed appreciably. Parents noted that there was a decrease in their children's anxiety about their ability to enter the workforce beyond high school.

Build Professional Capital

K-12 Literacy Strategy

The CBE's K-12 literacy strategy is entering its second year. Feedback from participants in the 2016-17 Literacy Community of Practice cohorts indicated the professional learning provided schools with shared vision and "greater cohesion among staff, greater implementation of high impact strategies, and intentionality of literacy practices". Data analysis on the impact that cohort school participants have had on student learning is underway.

The Community of Practice structure will continue as a way to provide schools with intentional, focused learning about research-based literacy practices and practical ways to personalize and lead literacy learning within their specific contexts. There are 39 new cohort schools and 30 returning schools participating in the yearlong 2017-2018 Community of Practice.

Beyond the school-based cohorts, after school literacy learning opportunities are available for individual teachers through Professional Literacy Networks (PLN) and a 'Literacies on the Land' learning series. There are more than 85 teachers registered for the Literacy PLN and over 100 teachers and administrators registered for 'Literacies on the Land' sessions.

K-12 Mathematics Strategy

Professional learning opportunities in support of the CBE's new Mathematics Strategy were launched over the summer. Approximately 200 teachers from 55 schools began a sustained, job-embedded professional learning series focused on major components of the strategy including positive and productive math learning environments, high impact instructional practices and resources to support improvement goals within their schools.

Continued work with these school-based learning communities, other schools, and individual teachers will connect professional learning and evidence of action and impact on student learning throughout the 2017-2018 school year.

Summer Language Learning Symposia

Current second-language research, analysis of student results in our school district and conversation with school-based teachers and administrators have underscored the need to increase the communicative competency of all students in our second-language programs. The Neurolinguistic Approach (NLA) to language learning allows students to achieve communicative competency in a second or additional language. It is an approach that students find highly motivating as they engage actively in discussions, presentations and projects in personalized learning contexts.

To build teacher professional capacity in the NLA, the Calgary Board of Education offered a five-day Intensive French Summer Symposium from August 23-29, 2017 in the NLA for new and experienced French as a Second Language and French Immersion teachers in our district. As a result of this collaborative professional learning opportunity, 53 CBE teachers and 17 BEd students from the University of Calgary came together to build their professional capacity in designing instructional tasks in second and additional language contexts using high-impact literacy strategies. The NLA approach was adapted to support language learning in our bilingual programs as well. A two-day Language Symposium for Bilingual Programs (August 25 and 26) was offered. This professional learning opportunity is part of a four-day seminar in the Neurolinguistic Approach (NLA) for new and experienced Second Language teachers who are currently teaching Spanish, German and Chinese (Mandarin) in bilingual programs or Language and Culture courses.

Teachers will reconvene in January and May for a third and fourth session when they will have the opportunity to share their experiences of implementing the strategies and provide each other with feedback. Teachers are also encouraged to share the NLA strategies with other colleagues at their schools in order to build capacity across the system for which further specialist support is available if required.

Trauma Informed Practice learning series

On May 17, 29 and June 2, 2017 Graduation Coaches and Indigenous Education Learning Leaders participated in a three-part half-day learning series. This learning series was designed in response to the needs emerging from the work supporting students in schools. The intention of these sessions was to support common language, understanding and evidence informed approaches of/for Trauma Informed Practice (TIP). The expectation was that Graduation Coaches and Indigenous Education Learning Leaders model and support best practice in their school communities. This learning series was guided by the wisdom of Indigenous practices, knowledges, structures and ways of being. It was developed collaboratively with the team leading Trauma Informed Practice in the district and guided by the expertise of a Diversity and Learning Support Advisor, Indigenous Education, a Mental Health Specialist and a Psychologist from Risk & Resiliency. The time together was supported by Elder Florence Kelly, who shared history through her story and began each session with a smudge and incorporated circle protocol as a way to begin and end. Indigenous protocols strengthened understanding of TIP as parallel knowledge systems were shared and honoured.



**DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS**

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

report to Board of Trustees

Student Survey Project Plan

Date	September 19, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson, Chief Superintendent of Schools
Purpose	Information
Originator	Jeannie Everett, Superintendent, Learning
Governance Policy Reference	Results 2: Academic Success Results 3: Citizenship Results 4: Personal Development Results 5: Character
Resource Persons	Ronna Mosher, Director, Learning Elizabeth Wood, System Principal, Research & Strategy

1 | Recommendation

This report is being provided for the information of the Board. No decision is required at this time.

2 | Issue

A redesign of the Calgary Board of Education's (CBE) student survey is underway. This redesign is intended to widen the scope of information available to the Board for monitoring of the Results policies which has implications for the Reasonable Interpretation of each of Results 2, 3, 4 and 5.

In order to finalize the questions that will be included in the new student survey, it is necessary to ensure they match the values of the Board and that new student survey indicators are approved as part of the Chief Superintendent's Reasonable Interpretations.

3 | Background

The Chief Superintendent's Reasonable Interpretations for each of the Board's Results policies includes indicators for which data is gathered from a survey of Calgary Board of Education (CBE) students, particularly students in grades 4, 7, 10 and 12. In the past, this information was gathered annually, in keeping with the Board's annual monitoring cycle for the Results.

The administration for Results questions within the new CBE student survey will see questions related to Results 2: Academic Success administered each year and questions related to Results 3: Citizenship, Results 4: Personal Development and Results 5: Character administered in full once every three years, and to a more minor extent during the other two years of the three-year cycle.

This rotating, three-year cycle would begin with the 2017-18 school year, as represented in the table below.

	2017-18	2018-19	2019-20
Results 2	all survey questions administered each year		
Results 3	major focus	minor focus	minor focus
Results 4	minor focus	major focus	minor focus
Results 5	minor focus	minor focus	major focus

In the new survey, students in grades 5, 6, 8, 9, 11 and 12 will be surveyed. Students in grades 4, 7, and 10 are expected to continue to respond to Alberta Education's Accountability Pillar Survey.

4 | Analysis

In order for the survey to be ready to provide information for the Board as per the new administration schedule, the following timeline has been set for the first administration of the redesigned student survey:

May 2017	Review and selection of survey builder tool.
May - June 2017	Principal consultation.
June - August 2017	Construction of survey including parameters and pilot questions.
September – October 2017	Focus group consultation.
October - November 2017	Pilot survey administration and validation.
December 2017 - January 2018	Finalize survey.
January 2018	Prepare implementation guide for schools.
February 2018	Reasonable Interpretations for Results 2, Results 3, Result 4.5 and Result 5.1 presented to the Board for approval.
February – March 2018	School specific preparation for survey implementation.
April - May 2018	Survey conducted in schools.

5 | Implementation Consequences

In keeping with the introduction of a rotating three-year Results monitoring cycle, the CBE's new student survey will be also introduced in stages across the 2017-18, 2018-19, and 2019-20 school years.

The Chief Superintendent will bring redesigned Results indicators to the Board of Trustees for approval as part of the Chief Superintendent's Reasonable Interpretations of Results 2: Academic Success, Results 3: Citizenship, Results 4: Personal Development and Results 5: Character in each of the next three years.

- Results 2, Results 3, Result 4.5 and Result 5.1 will be presented for the Board's consideration early in 2018 (anticipated timeline is February 2018).
- Results 4.1 - 4.4 and 4.6 will be presented during the 2018-19 school year.
- Results 5.2 & 5.3 will be presented during the 2019-20 school year.

6 | Conclusion

The redesign of the CBE student survey is intended to improve the survey experience for staff and students and support principals in using student-provided data in their school improvement processes. It is also an opportunity to strengthen the quality and usefulness of the data gathered from students and presented to the Board of Trustees as evidence of student success.

Results monitoring reports from the 2017-18 school year will begin to include information from the new student survey. Information from new Board-approved indicators within the Chief Superintendent's Reasonable Interpretations is expected to be available in the determination of reasonable progress when the Board monitors Results 2, Results 3, Result 4 and Result 5 in 2018-19.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

report to Board of Trustees

Construction Projects Status Report

Date	September 19, 2017
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	David Stevenson Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Leah Hartley, Senior Project Manager, Capital Projects

1 | Recommendation

It is recommended:

- This report is being provided for information for the Board. No decision is required at this time.

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.



3 | Background

The Calgary Board of Education (CBE) is currently undertaking 7 new school construction and modernization projects. Another four new schools are forecasted to open in the 2017-18 school year. One new high school and two high school modernizations are anticipated for the 2018-19 school year.

On March 21, 2017, the Alberta Government announced the approval of three new elementary schools for Cranston, Evergreen and Coventry Hills, as well as a major modernization for Forest Lawn High School.

On April 12, 2017, the Alberta Government advised that at the CBE's request, the three new elementary schools would be managed by Alberta Infrastructure, and that the Forest Lawn High School Modernization would be Grant Funded and managed by the CBE.

4 | Analysis

Information on the current status of the projects under development and being administered by the CBE and Alberta Infrastructure is provided in **Attachment I**.

The locations of the various new school and modernization capital projects under development are shown in **Attachment II**.

There are five Project Steering Committees setup for the current school projects as follows:

- Griffith Woods K-9 (Bundle 10)
- Joane Cardinal-Schubert HS (Seton HS)
- James Fowler HS Modernization
- Lord Beaverbrook HS Modernization
- Forest Lawn HS Modernization

Modular Classrooms

Two modular units from the Earl Grey School site have been assigned for installation and occupancy at Rosedale School for September 2017.

5 | Conclusion

This report provides the current update on the status of new and modernized facilities under development or construction by the CBE.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 8: Communication With and Support for the Board.



DAVID STEVENSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: New/Modernized Facilities Construction Status
Attachment II: Project Location Map
Attachment III: Project Photos

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent's performance.

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
September 2017**

Building	Opening Date	Notes/Comments	
2. Innovation Centre / Academy (Booth Centre) (Chinook Learning Services) Capacity 675 students	TBD	Land Use Amendment	100%
		Expression of Interest Document	100%
		Concept Design	20%
		Design and Specifications	0%
		City Permits	0%
		Note: Alberta Education has requested that this project be placed on hold.	
8. (b) Nelson Mandela High School (Northeast High School) Gymnasium	Fall-17	City Permits	100%
		Construction Award	100%
		Foundations	10%
		Steel Fabrication and Erection	0%
		Roofing and Membranes	0%
		Building Envelope	0%
		Interior Finishes	0%
Note: Construction has commenced.			
13. Marshall Springs School (Evergreen School) Grades 4 - 9 Capacity 900 students	Sep-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	100%
Note: The school opened on September 5, 2017.			
20. Rideau Park School (Flood mitigation)	TBC	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Note: Construction has commenced. Onsite soil conditions and a roof fire have caused schedule impacts. School opened as per normal on September 5, 2017.	
26. Joane Cardinal-Schubert High School (Southeast High School) Grades 10 -12 Capacity 1800 students	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	20%
		Building Envelope	10%
		Interior Finishes	0%
Note: Work is proceeding			

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
September 2017**

Building	Opening Date	Notes/Comments	
27. Manmeet Singh Bhullar School (Martindale School) Grades K-5 Capacity 600 students	Aug-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	100%
		Interior Finishes	100%
		Note: The school opened on August 15, 2017.	
28. James Fowler High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	30%
		Note: Phased construction proceeding as planned.	
29. Griffith Woods School (Springbank Hill/ Discovery Ridge School) Grades K-9 Capacity 900 students	Winter-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%
		Building Envelope	70%
		Interior Finishes	30%
		Note: Project tracking behind schedule. Forecast January 2018 opening date has been compromised. Significant construction risks remain.	
30. Lord Beaverbrook High School Modernization	Fall-18	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Tender to subtrades	100%
		Award to subtrades	100%
		Construction Progress	40%
		Note: Phased construction proceeding as planned.	
31. Ron Southern School (Silverado School) Grades K-4 Capacity 600 students	Nov-17	Design and Specifications	100%
		City Permits	100%
		Construction Award	100%
		Foundations	100%
		Steel Fabrication and Erection	100%
		Roofing and Membranes	100%

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
September 2017**

Building	Opening Date	Notes/Comments
----------	--------------	----------------

Building Envelope	90%
Interior Finishes	30%
Note: School opening set for November 20, 2017.	

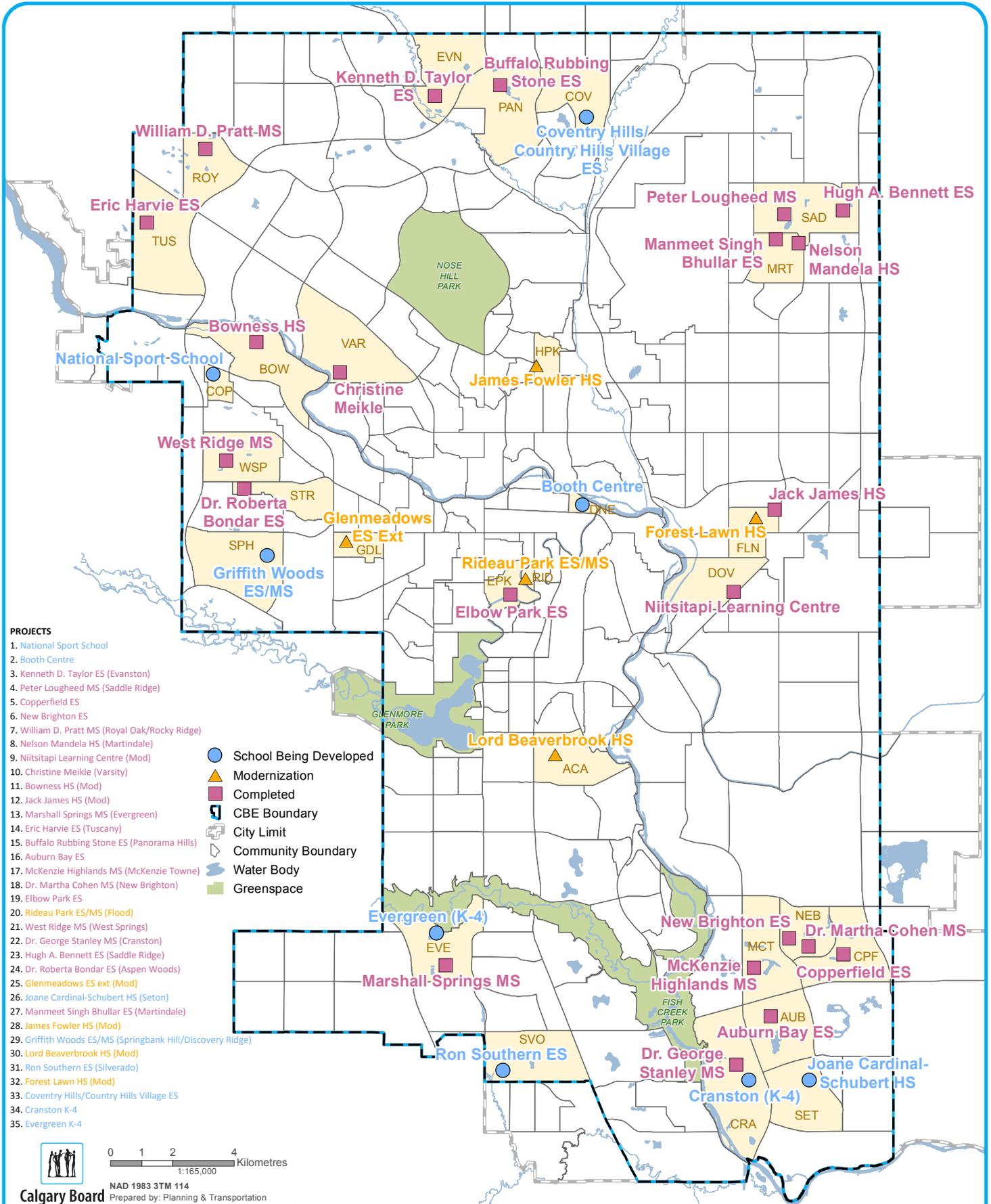
32. Forest Lawn High School Modernization	Fall-19	Phases being identified.	
		Note: Project Managed by CBE. Consultants have been appointed and Steering Committee Meetings have commenced.	

33. Coventry Hills/Country Hills Village School K-4	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced.	
-----------------------------------------------------------	-----	------------------------------------------------------------------------------------------------------------------------------------	--

34. Cranston School K-4	TBC	Note: Project Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced.	
----------------------------	-----	------------------------------------------------------------------------------------------------------------------------------------	--

35. Evergreen School K-4	TBC	Note: Managed by Alberta Infrastructure. Consultants have been appointed and the design development process has commenced.	
-----------------------------	-----	----------------------------------------------------------------------------------------------------------------------------	--

New, Completed, and Modernized Schools As of September 2017



PROJECTS

1. National Sport School
2. Booth Centre
3. Kenneth D. Taylor ES (Evanston)
4. Peter Lougheed MS (Saddle Ridge)
5. Copperfield ES
6. New Brighton ES
7. William D. Pratt MS (Royal Oak/Rocky Ridge)
8. Nelson Mandela HS (Martindale)
9. Niitsitapi Learning Centre (Mod)
10. Christine Meikle (Varsity)
11. Bowness HS (Mod)
12. Jack James HS (Mod)
13. Marshall Springs MS (Evergreen)
14. Eric Harvie ES (Tuscany)
15. Buffalo Rubbing Stone ES (Panorama Hills)
16. Auburn Bay ES
17. McKenzie Highlands MS (McKenzie Towne)
18. Dr. Martha Cohen MS (New Brighton)
19. Elbow Park ES
20. Rideau Park ES/MS (Flood)
21. West Ridge MS (West Springs)
22. Dr. George Stanley MS (Cranston)
23. Hugh A. Bennett ES (Saddle Ridge)
24. Dr. Roberta Bondar ES (Aspen Woods)
25. Glenmeadows ES ext (Mod)
26. Joane Cardinal-Schubert HS (Seton)
27. Manmeet Singh Bhullar ES (Martindale)
28. James Fowler HS (Mod)
29. Griffith Woods ES/MS (Springbank Hill/Discovery Ridge)
30. Lord Beaverbrook HS (Mod)
31. Ron Southern ES (Silverado)
32. Forest Lawn HS (Mod)
33. Coventry Hills/Country Hills Village ES
34. Cranston K-4
35. Evergreen K-4

- School Being Developed
- ▲ Modernization
- Completed
- CBE Boundary
- City Limit
- Community Boundary
- Water Body
- Greenspace



0 1 2 4
Kilometres
1:165,000

**Calgary Board
of Education**

NAD 1983 3TM 114
Prepared by: Planning & Transportation
Map: New and Modernized Schools - Aug 31 17.mxd
Date: September 01, 2017

Marshall Springs School (Evergreen MS)



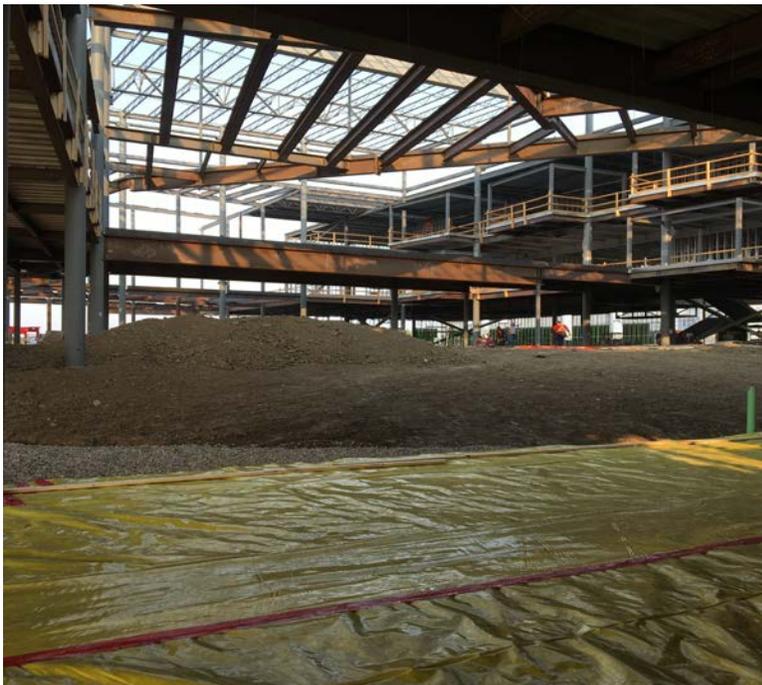
Marshall Springs School (Evergreen MS)



Joane Cardinal-Schubert High School (Southeast High School)



Joane Cardinal-Schubert High School (Southeast High School)



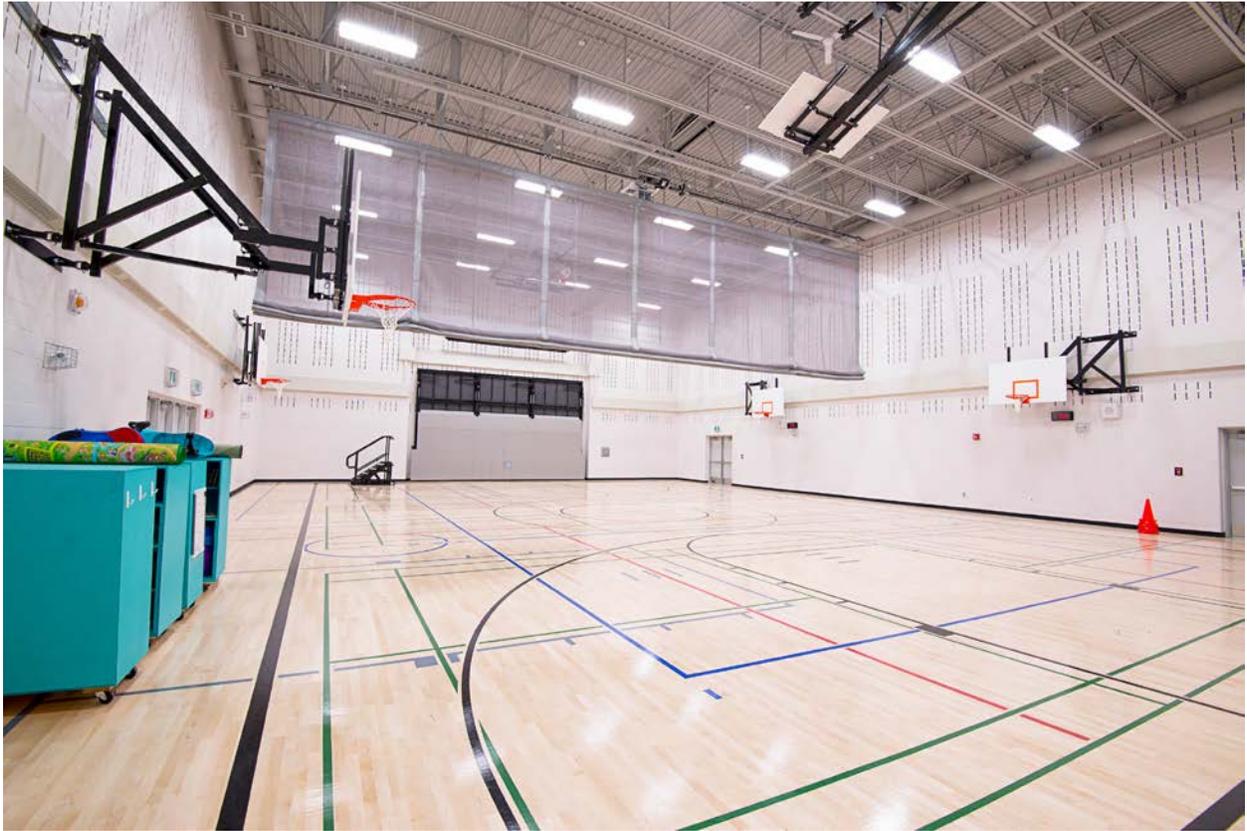
Manmeet Singh Bhullar School (Martindale K-5)



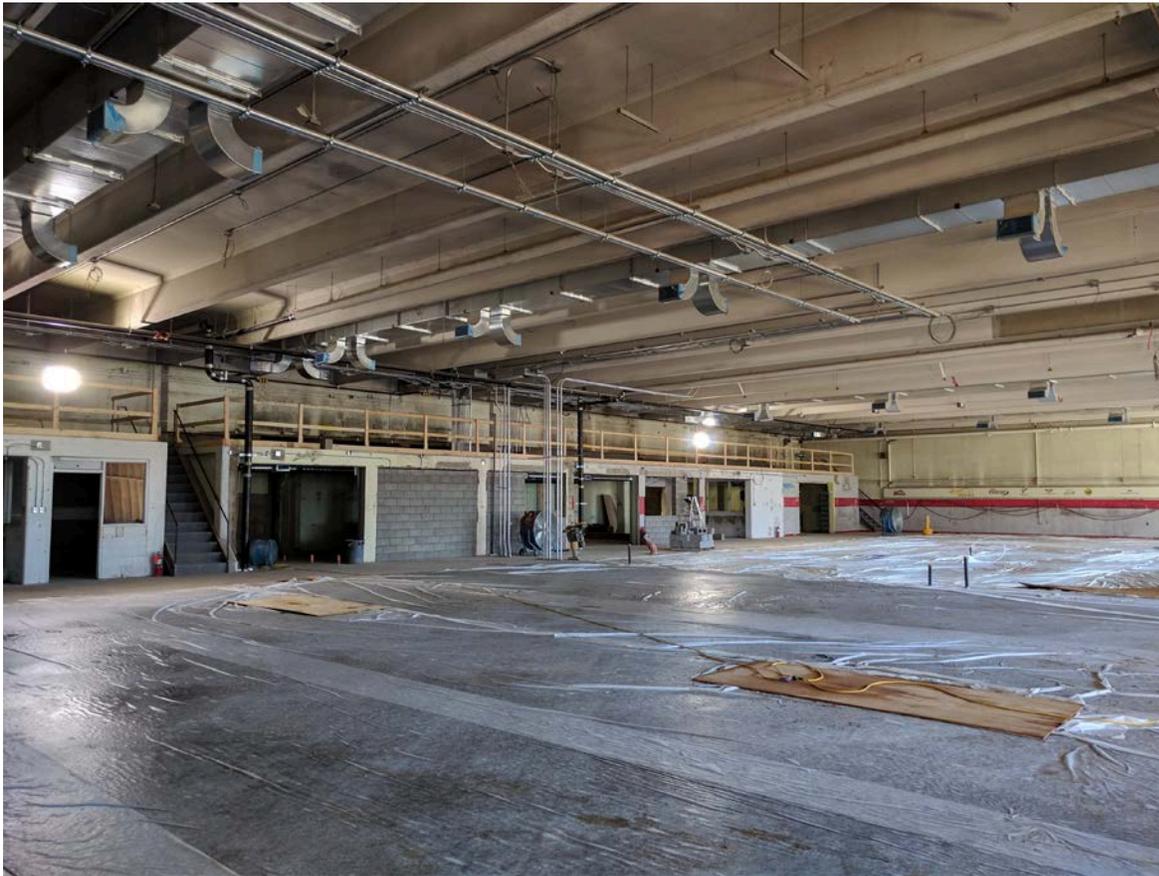
Manmeet Singh Bhullar School (Martindale K-5)



Manmeet Singh Bhullar School (Martindale K-5)



James Fowler High School Modernization



James Fowler High School Modernization



Griffith Woods School (Springbank Hill / Discovery Ridge School)



Griffith Woods School (Springbank Hill / Discovery Ridge School)



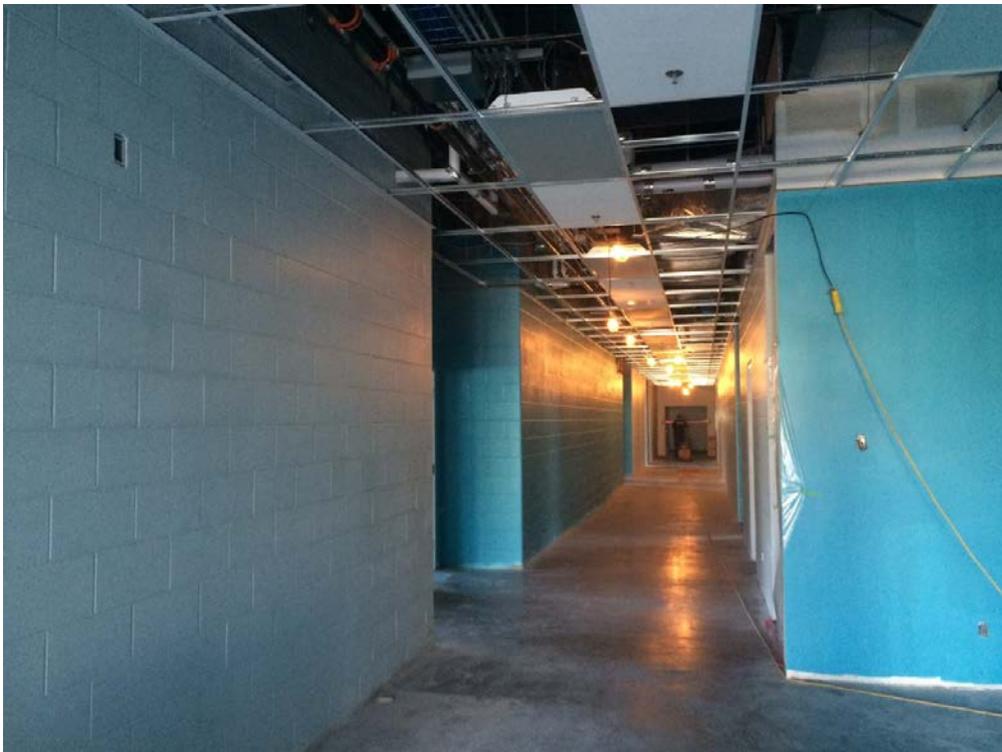
Lord Beaverbrook High School Modernization



Lord Beaverbrook High School Modernization



Ron Southern School (Silverado K-4)



Ron Southern School (Silverado K-4)

